

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494</p>	Place date stamp here. <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div> </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
YES Prep Public Schools, Inc.	101-845		
Vendor ID #	ESC Region #	DUNS #	
1760563835	04	945379571	
Mailing address	City	State	ZIP Code
6201 Bonhomme Road, Suite 168N	Houston	TX	77036-4427

Primary Contact

First name	M.I.	Last name	Title
Stephanie	S	Jones	Senior Director of Federal and State Compliance
Telephone #	Email address		FAX #
713.967.9037	stephanie.jones@yesprep.org		713.589.2502

Secondary Contact

First name	M.I.	Last name	Title
Christa	M	Queen-Sutherland	ACE Project Director
Telephone #	Email address		FAX #
713.967.9165	christa.queen-sutherland@yesprep.org		713.589.2502

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Mark		DiBella	Superintendent
Telephone #	Email address		FAX #
713.967.8840	mark.dibella@yesprep.org		713.589.2502
Signature (blue ink preferred)			Date signed



03/24/2016

Only the legally responsible party may sign this application.

701-16-102-079

Schedule #1—General Information (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

YES Prep Public Schools, Inc. (YES Prep or district) is applying for a 21st CCLC grant to provide a high-quality out-of-school time (OST) program on three campuses (i.e., centers) that aligns with our regular school day, college preparatory curriculum; provides meaningful, ongoing, and educational activities for families; and targets students most in need of academic assistance in core academic subjects. The proposed centers are all located in low-income, under-resourced communities that do not have access to adequate OST programs. More specifically, our students and their families' access is hindered by cost, location, hours of operation, language barriers, safety concerns, and content, which does not complement our curriculum. YES Prep has been unable to meet this need because of charter funding inequities and the resulting budget constraints, which have forced us to severely limit funding for OST programming. Therefore, YES Prep's proposed program will address the immediate need for comprehensive OST programming in three underserved communities; increase family engagement and services; and improve students' behavior and academic performance, putting them back on the path to collegiate success.

YES Prep was founded in 1998 on a simple premise: Students in low-income communities can achieve at the same academic levels as their peers in more affluent communities when given access to similar resources and opportunities. We have created a culture of high expectations that promotes innovation and provides multi-tiered support – the same qualities that you would expect from our nation's top college preparatory schools. We operate 15 campuses and serve approximately 10,500 students in an integrated 6th-12th grade educational program. All of our campuses are strategically located in high-need communities where the school district feeder pattern is chronically underperforming. Our student population is 96% Hispanic and African American, 84% economically disadvantaged, 15% limited English proficient, 43% at-risk, 90% first-generation college-goers, and the majority of our students enter at least two grade levels behind in reading and/or mathematics. Our program will target and support students most in need of academic assistance based on campus-level data, student-level deficiency data, and student voice and choice.

In preparation for this grant, YES Prep established a 21st CCLC Planning Committee and working groups that included 25 representatives from every central office team (academic and non-academic) and administrative, instructional, and support staff from the proposed centers. Every eligible campus that wanted to participate had to meet with committee members, submit an internal application package, and commit to the grant requirements and sustainability expectations. The internal application package, which was developed by the committee, included a campus and community needs assessment, activities worksheet, operations chart, narrative, and center-level and per-student budgets. The committee and working groups provided oversight and support throughout this process, and will continue to do so if the grant is awarded.

The ACE Project Director will be responsible for the day-to-day management of the program; however, his/her manager, each center's ACE team, the 21st CCLC Planning Committee and working groups, and the ACE Advisory Council will all provide support and help to ensure the program is in compliance and achieves our goals. The program will be evaluated both internally and externally. The internal evaluation and support methods will include planned and unplanned site visits with written feedback, internal audits of records, monthly expenditure reporting, annual needs assessments, submitting various planning documents, monthly site coordinator meetings, bi-weekly meetings with center staff, regular meetings with center school leaders, and monthly written reports to district leadership. The external evaluation will be conducted by a professional independent evaluator with extensive experience with 21st CCLC grant programs in Texas. The evaluator will help site coordinators develop their logic models, conduct formal site visits, and prepare outcome data for submission. In addition, the evaluator will prepare interim activity reports and prepare and submit the final yearly evaluation narrative report and final yearly performance measures. YES Prep will receive an individualized evaluation report and share results with stakeholders at an end-of-year presentation, which will be advertised and open to the public.

YES Prep has designed a dynamic program that meets all the 21st CCLC statutory requirements and the TEA's program requirements. We have aligned the majority of our proposed OST activities across the centers to ensure curricular and

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

cultural consistency while affording each center the autonomy to provide other activities that address their unique and specific campus and community needs. We will provide intentionally developed activities in mathematics, reading, science, and social studies; remediation activities through traditional and non-traditional methods; and acceleration activities during an extended summer program. For example, the six aligned activities include Technology Immersion, STAAR Readiness, Homework Help, Arts Studio, YES Prep's Test Kitchen, and Sports Center. While autonomous activities include Math Learning Lab, Reading a Book Series targeting LEP/ELL students, a College Student Tutors and Mentorship program, Writing Center for high school students, TED Talks Series, Open Mic Series, PeaceJam, visual arts, drumline, Why Try (behavior intervention), Mindfulness Education (meditation, journaling, and reflection), and dance, service-learning, karate, and Driver's Ed. This array of activities will help sustain regular attendance. Furthermore, we will provide educational activities for parents in subjects like ESL, technology, health and wellness, and college readiness, so parents can better support themselves and their children's education.

YES Prep's program also meets the requirements for the statutory and TEA priorities. We have undertaken these efforts with the full and unqualified support of our Board of Directors – all of whom have signed a letter of support for local sustainability. In addition, after years of collaboration, YES Prep has partnered with the award-winning organization Reasoning Mind, Inc. to develop and implement a cutting-edge middle school STAAR Readiness program that will close the achievement gap and improve STAAR results.

YES Prep has only requested funding for costs reasonable and necessary to meet the grant requirements and offer high-quality programming. YES Prep's superintendent approved the final budget. We will coordinate funding with existing OST funding, and will make considerable in-kind contributions of insurances, utilities, technology, equipment and supplies, and facilities. Moreover, we fully intend to continue the program after 21st CCLC funding ends; therefore, we will build an infrastructure of staff, resources, local partnerships, and funding to support the centers. Sustainability will be one of the ACE Advisory Council's primary goals, and they will create, implement, and monitor the plan for sustainability through partnerships, donations, fundraising, and collaborative measures. At YES Prep, all means all – all students working towards collegiate success; all families engaged in their children's education; all staff working together to support students; and all partners and board members supporting progress and sustainability. With a 21st CCLC grant, YES Prep will create life-changing opportunities for students in high-need communities – educating the whole child and teaching more than just the textbook – and redefining possible in public education in Texas.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$450,571	\$27,060	\$477,631
Schedule #8	Professional and Contracted Services (6200)	6200	\$74,010	\$9,000	\$83,010
Schedule #9	Supplies and Materials (6300)	6300	\$55,579	\$	\$55,579
Schedule #10	Other Operating Costs (6400)	6400	\$105,438	\$	\$105,438
Schedule #11	Capital Outlay (6600)	6600	\$10,000	\$	\$10,000
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$695,598	\$	\$731,658
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$695,598	\$36,060	\$731,658
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$731,658
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$36,582

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 101-845			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$72,000
5	Site coordinator (required)	3		\$165,000
6	Family engagement specialist (required)		1	\$30,000
7	Secretary/administrative assistant		1	\$12,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Project director		1	\$6,800
20	Family engagement manager		1	\$5,800
21	Title			\$
22	Subtotal employee costs:			\$291,600
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$142,610
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$43,421
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$186,031
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$477,631

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101-845		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent evaluator	\$9,000
2	Academics - Multi-disciplinary literacy, writing, and photography activity at West	\$6,200
3	Academics - Homework assistance (core content areas) activity at Brays Oaks	\$6,300
4	Academics - STAAR readiness activity at West	\$1,500
5	Academics - STAAR readiness activity at Brays Oaks	\$1,500
6	Academics - STAAR readiness activity at White Oak	\$1,500
7	Enrichment - Performance poetry activity at West	\$2,500
8	Enrichment - Personal development and health activity for girls at West	\$2,500
9	Enrichment - Performance arts activity at West	\$2,500
10	Enrichment - Dance activity at West	\$2,500
11	Enrichment - Dance and music activity at Brays Oaks	\$3,000
12	Enrichment - Breakdancing activity at White Oak	\$5,000
13	Enrichment - Art activity at Brays Oaks	\$2,610
14	College readiness activity at West	\$2,500
15	College readiness activity at Brays Oaks	\$4,000
16	College readiness activity at White Oak	\$5,000
17	Behavioral - Self-esteem building activity for girls at West	\$2,000
18	Behavioral - Behavior improvement activity at West	\$2,000
19	Behavioral - Behavior improvement activity at White Oak	\$5,000
20	Behavioral - Self-care activity at Brays Oaks	\$2,000
21	Parent and Family - Zumba at West	\$5,000
22	Parent and Family - Parent education activity at Brays Oaks	\$1,500
23	Parent and Family - Parent education activity at White Oak	\$7,400
b. Subtotal of professional and contracted services:		\$83,010
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$83,010

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 101-845		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$55,579
Grand total:		\$55,579

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101-845		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$3,762
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$101,676
Grand total:		\$105,438

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101-845			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	Ripple Effects license (behavior intervention program)	1	\$10,000	\$10,000
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1896	
Category	Number	Percentage	Category	Percentage
African American	403	22%	Attendance rate	97%
Hispanic	1357	72%	Annual dropout rate (Gr 9-12)	.10%
White	24	1%	Students taking the ACT and/or SAT	100%
Asian	100	4%	Average SAT score (number value, not a percentage)	1424
Economically disadvantaged	1654	88%	Average ACT score (number value, not a percentage)	19
Limited English proficient (LEP)	348	19%	Students classified as "at risk" per Texas Education Code §29.081(d)	44%
Disciplinary placements	0	0%		

Comments

As instructed in Question B-28 of the FAQ, Parts 1 and 2 report data for the 2014-15 school year. All three centers are growing out and served fewer grade levels and students in 2014-15. All schools will eventually serve Grades 6-12.

2014-15 School Year:

- YES Prep West, Grades 6-11
- YES Prep Brays Oaks, Grades 6-11
- YES Prep White Oak, Grades 6-7

2015-16 School Year:

- YES Prep West, Grades 6-12
- YES Prep Brays Oaks, Grades 6-12
- YES Prep White Oak, Grades 6-8

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	24	20%	No degree	1	1%
Hispanic	34	28%	Bachelor's degree	106	86%
White	56	45%	Master's degree	16	13%
Asian	9	7%	Doctorate	0	0%
1-5 years exp.	109	89%	Avg. salary, 1-5 years exp.	50,115	DNA
6-10 years exp.	12	10%	Avg. salary, 6-10 years exp.	56,573	DNA
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	57,045	DNA
Over 20 years exp.	2	1%	Avg. salary, over 20 years exp.	71,154	DNA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school								100	80	65	35	35	30		345
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								100	80	65	35	35	30		345

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparation for this grant, YES Prep established a **21st CCLC Planning Committee** and **working groups** to:

- 1) Assess YES Prep's need for an enhanced or expanded OST program;
- 2) Establish a plan for identifying and evaluating the campuses and communities most in need of a program;
- 3) Establish a plan for identifying and recruiting the students most in need of academic assistance;
- 4) Establish a plan for recruiting the families of participating students;
- 5) Design program activities with intentionality that are aligned with the school day curriculum and, when possible, across the centers;
- 6) Collect input from families to design program activities that meet their needs;
- 7) Create and expand partnerships and genuinely engage communities;
- 8) Incorporate the lessons learned and best practices from our Cycle 8 centers; and
- 9) Assess the plan for long-term sustainability.

The committee and its working groups included 25 representatives from every central office team (academic and non-academic) and administrative, instructional, and support staff from every YES Prep campus eligible to apply. At least eight meetings were held in-person and via conference call with agendas, objectives, and action items, including individual meetings with every participating campus. Mid-way through this process, eligible campuses were given the option whether or not to be considered for the 21st CCLC application and, if opting in, were required to commit to the substantial grant requirements and sustainability expectations. **Campuses then had to complete an internal application package that included the following components: (1) campus and community needs assessment; (2) activities worksheet; (3) operations charts; (4) narrative; and (5) center-level and per-student budgets.** The committee created the package (relying heavily on the Texas ACE Blueprint), designated staff to provide technical assistance, and then oversaw negotiations and revisions.

The **campus and community needs assessment** required every campus to:

- Identify and describe any existing OST activities currently provided on campus;
- Explain why existing activities or lack of existing activities do not sufficiently meet the campus' current needs;
- Identify what is missing from the school day that an expanded or enhanced OST program would address;
- Identify the campus' top priorities that would be addressed through an expanded or enhanced OST program;
- Identify and describe any existing activities in the community, as well as the populations targeted;
- Identify and explain if the community lacks sufficient OST activities, i.e., gaps in service;
- Discuss crime rates and how these rates have impacted the community, campus, and students; and
- Explain the campus' methods, tools, and data sets used to answer the questions in the needs assessments.

In addition to using the needs assessment guidelines in the Texas ACE Blueprint, centers used their comprehensive needs assessments, campus improvement plans, campus report cards (internal version and state and federal versions), campus design plans (internal tool), and campus strategy maps (internal tool), and consulted several public websites and contacted organizations, such as the After-School Zone, Harris County Department of Education, City of Houston (e.g., Planning & Development Department resources, Super Neighborhoods data), YMCA of Greater Houston, India House, Chinese Community Center, and others.

Following the needs assessment process, every participating campus used the summary data to complete an activities worksheet. Schools were able to make informed decisions and design OST activities to meet specific local needs and address local gaps in services. The activity categories include all four grant requirements (i.e., academic, enrichment, college and workforce readiness, and family support services), as well as behavioral intervention services.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	<ul style="list-style-type: none"> Align OST activities across all three centers to ensure curricular and cultural consistency while affording each center autonomy to provide activities that address its unique campus needs Provide intentionally developed activities in core content areas that align with the school day curriculum Target and support students most in need of academic assistance based on campus-level data, student-level deficiency data, and student voice and choice
2.	Improve Behavior	<ul style="list-style-type: none"> Provide behavioral intervention services at every center to decrease OST incidences that are reported to the campus by students, parents, and other campuses Promote campus pride and culture, as well as self-awareness and self-esteem to decrease number of behavioral referrals Include families in conversations about expectations and student behavior, with an emphasis on restorative redirection and parent calls praising positive behavior
3.	Improve Attendance	<ul style="list-style-type: none"> Reduce absenteeism by providing a variety of academic and enrichment opportunities not available during the school day Provide students with opportunities to develop a more diverse set of passions and explore their interests Engage families to increase their involvement in children's education, creating a more active and vibrant family network and improving students' attendance rates
4.	Improve Promotion Rates	<ul style="list-style-type: none"> Address core content area gaps, particularly in Grades 6, 7, and 9 Personalize education and monitor students' progress throughout the year Increase percentage of students who meet or exceed their individual academic goals Extend the summer program to provide students with a safe space and reduce summer learning loss
5.	Improve Graduation Rates	<ul style="list-style-type: none"> Target students who meet one or more at-risk criteria and provide remediation and acceleration activities during an extended summer program Improve students' preparation for college-level science courses including technology education Provide parents with literacy education, including ESL Improve students' preparation for SAT test and college applications

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Schedule #14—Management Plan

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree required; Master's degree in education preferred; excellent project management and communication skills; experience in team supervision, team facilitation, and grants/fiscal management; experience in school setting and with OST programs
2.	Site Coordinators	Bachelor's degree required; excellent organizational, time management, interpersonal, and communication skills; strong data management skills; experience working with high-need youth and families; experience with OST programs and knowledge of community resources
3.	Family Engagement Specialist	Bachelor's degree required; experience with community and family services required; excellent organizational, time management, interpersonal, and communication skills; strong presentation and group facilitation skills; fluent in Spanish
4.	Independent Evaluator	Bachelor's degree with experience as a professional evaluator required; graduate degree in evaluation or related field preferred; experience with 21 st CCLC and evaluating federally-funded grant programs required; experience in educational or related setting preferred

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Improve students' mathematics and reading grades	09/6/2016	07/31/2017
		2. Increase % college-ready SAT/ACT scores	09/6/2016	07/31/2017
		3. Maintain "Met Standard" state accountability rating	09/6/2016	07/31/2017
		4. Increase % of students outperforming STAAR mathematics state average	09/6/2016	07/31/2017
		5. Increase % of students outperforming STAAR reading state average	09/6/2017	07/31/2017
2.	Improve Behavior	1. Decrease the number of disciplinary referrals	09/6/2016	07/31/2017
		2. Increase % of homework completion	09/6/2016	07/31/2017
		3. Increase students' sense of belonging (survey)	09/6/2016	07/31/2017
		4. Increase students' sense of confidence (survey)	09/6/2016	07/31/2017
		5. Increase % of students who feel supported (survey)	09/6/2016	07/31/2017
3.	Improve Attendance	1. Increase % of all students involved in OST activities	09/6/2016	07/31/2017
		2. Follow-up with students who are frequently absent	09/6/2016	07/31/2017
		3. Increase student satisfaction rate on Student Surv.	09/6/2016	07/31/2017
		4. Increase parent satisfaction rate on Parent Survey	09/6/2016	07/31/2017
		5. Increase # of parents who participate on campus	09/6/2016	07/31/2017
4.	Improve Promotion Rates	1. Increase % of students who persist fall to fall	09/6/2016	07/31/2017
		2. Reduce class and grade level failure rates	09/6/2016	07/31/2017
		3. Improve internal and external test scores	09/6/2016	07/31/2017
		4. Expand hours of OST academic support	09/6/2016	07/31/2017
		5. Increase targeted interventions in math and reading	09/6/2016	07/31/2017
5.	Improve Graduation Rates	1. Increase % of students who graduate on time	09/6/2016	07/31/2019
		2. Increase % of seniors who graduate college ready	09/6/2016	07/31/2017
		3. Increase # of opps. to tour colleges and universities	09/6/2016	07/31/2017
		4. Increase # of college readiness opportunities	09/6/2016	07/31/2017
		5. Increase # of college prep resources for families	09/6/2016	07/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YES Prep is a high-performing charter school district guided by our shared **mission** and **strategic priorities**. Every YES Prep campus implements the same educational model and is held to the same ambitious, measurable standard of excellence. Our executive leadership team, in collaboration with various central office teams and working groups, evaluates and revises our strategic priorities, which are monitored and reported using the **Scorecard**. The Scorecard is a district-wide performance tool, approved by our Board of Directors, that tracks measures, targets, and results. Our board receives regular updates on our progress during board meetings, and these updates are distributed to all staff via email.

All YES Prep campuses receive Title I funding, so we maintain a **district improvement plan** and individual **campus improvement plans**. The district and each campus revises their plans annually after conducting **comprehensive needs assessments**. All documents are available on campus and online. Moreover, every campus receives an annual **campus report card** that reports how well an individual campus met YES Prep standards, which helps campuses pinpoint strengths and growth areas. Sections include student achievement, student persistence, campus health, talent pipeline, and budget.

Ultimately, every campus and central office team is involved in the ongoing evaluation, feedback, and improvement process for campuses and the district. All changes are documented in writing and shared with staff via email, weekly staff meetings, Content Team meetings (occur eight times per school year), and district All Staff meetings (occur twice per school year). Parents and community members are updated through letters, email, the district website, Family Notes (weekly newsletter), parent-teacher conferences, Parent Nights (monthly parent meetings), board meetings, press releases, and other outlets. Collaboration around this process is driven by YES Prep's commitment to (1) build consistently excellent schools that prepare all students to graduate from college; and (2) serve Houston's underserved communities at scale. This is our foundation for continuous success.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YES Prep receives Cycle 7 (ends this school year) and Cycle 8 funding. One YES Prep campus receives Cycle 7 funding through a shared services arrangement with Harris County Department of Education's Cooperative for After-School Enrichment (CASE) and eight campuses receive Cycle 8 funding through a direct grant from the TEA. The popularity and success of these centers led every YES Prep campus that does not receive 21st CCLC funding – even those ineligible for Cycle 9 – to contact both the Cycle 8 leadership team and grants team prior to the Cycle 9 grant's release to express their interest in applying. District- and campus-level leadership, and the Board of Directors, fully support our proposal.

Our Cycle 8 program maintains an active and diverse ACE Advisory Council that has cultivated strategic relationships with community leaders and organizations across Houston that provide free services to our Cycle 8 students and their families. With Cycle 9 funding, YES Prep will build on this foundation and expertise and launch centers at three high-need campuses. For example, we will be able to provide new centers with immediate access to existing partnership services and resources at MD Anderson Cancer Center, Bank of America, Covenant Community Capital, TDECU Credit Union, Avenue Community Development Corporation, Houston Community College, Catholic Charities of the Archdiocese of Galveston-Houston, and the Hispanic Alliance for Career Enhancement. Moreover, YES Prep recently hired our first-ever Manager of Community Engagement, who will join the Cycle 9 ACE Advisory Council. The council will include solicitation and fundraising sub-committees to ensure planning for sustainability begins in Year 1 and the proposed program continues after 21st CCLC funding ends.

Furthermore, once YES Prep is able to document the success of OST activities on Cycle 9 campuses, we will be able to leverage our 21st CCLC grant funds and our record to secure funding from private and corporate foundations.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-485

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Logic model construction, development, and initial implementation	1.	Consensus among relevant stakeholders of program logic model
		2.	Records of program inputs (budget, staff, campus support) at all centers
		3.	Evaluator site observation and discussions with center site coordinators
2.	Process evaluation: fidelity of program implementation to logic model	1.	Use of fidelity rating instrument with inter-rater consistency
		2.	Fidelity ratings by evaluator and family participants
		3.	Program records on activity offerings and deviations from logic model
3.	Process evaluation: on-going implementation monitoring	1.	School and program alignment
		2.	Use of student/family voice and choice for activity adoption and modification
		3.	Participants representative of campus demographic and academic profiles
4.	Assessment of outputs	1.	Student hours per program activity type
		2.	Participant retention and attrition (fall to spring and in specific activities)
		3.	Participation levels in family engagement activities
5.	Outcomes evaluation	1.	Changes in grades in English/reading, math, science, and social studies
		2.	Behavioral reports and referrals (criminal and non-criminal)
		3.	School attendance

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will be responsible for ensuring that all grant data is collected on schedule, is complete and accurate, and complies with both statewide evaluation and independent evaluation requirements and expectations. He/she will coordinate with site coordinators to collect **program-level data**, including results of annual needs assessments, recruitment data (e.g., targeting high-need students), pre- and post-tests results for tutorials, activities data (students and parents), and student participation data. More specifically, for participation, site coordinators will collect center sign-in forms and enter participation attendance into the TX21st Student Tracking system on a daily basis. The Project Director will coordinate with central office staff to collect **student-level data**, including student grades, regular school day attendance, STAAR results, behavioral reports and referrals, and promotion and graduation data. Site coordinators will ask participants' teachers to respond to a questionnaire about students' performance in the classroom to collect student performance data (e.g., homework completion, class participation).

The Project Director will review ACE data weekly and will be available to address problems as they arise. He/she will conduct quarterly planned and unplanned site visits to ensure compliance with program requirements. Following every site visit, the Project Director will provide feedback in a written evaluation that addresses operations, participation, programming, administration, and fiscal components. These evaluations will be submitted to the site coordinator, the site coordinator's supervisor, and the school director, and will be used to implement changes and make corrections at centers, as well as recognize successes and catalog best practices. Moreover, the Project Director will lead monthly professional development workshops/team meetings for site coordinators and meet with them individually at least twice a month.

YES Prep will hire an independent evaluator who will meet quarterly with the Program Director and site coordinators to discuss the evaluation plan and progress, and collaborate with the TEA for the statewide evaluation. The evaluator will help site coordinators develop their logic models in the fall, conduct formal site visits, and prepare outcome data for submission. In addition, the evaluator will prepare interim activity reports and, in July, prepare and submit the final yearly evaluation narrative report and final yearly performance measures. The district will receive an individualized evaluation report and share results with stakeholders at an end-of-year presentation, which will be advertised and open to the public.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YES Prep has designed a program that (1) offers six activities aligned across all three centers and (2) affords all three centers the autonomy to provide activities that address their unique and specific campus needs. The six activities are:

1. **Technology Immersion** – both students and parents will develop their technology knowledge and skills, exploring computer literacy, Microsoft products, online research, web design, and virtual job shadowing.
2. **STAAR Readiness** – a TEKS-aligned, online program that includes interactive lessons covering all readiness and supporting standards across all reporting categories; adaptive practice problems formatted and worded like actual STAAR exam questions; real-time and historical data that informs teachers of student performance on each standard, allowing for targeted instruction to individuals and small groups; diagnostic practice tests that can be customized to include questions covering any TEKS mathematics standard; and online orientations and technical support. We will target middle school students who, based on their pre-test scores, may have trouble on STAAR.
3. **Homework Help** – students who have missed homework assignments or are struggling in specific subject areas will receive personalized, supplemental support from teachers and complete their homework on campus.
4. **Arts Studio** – will provide students the opportunity to participate in a variety of performing and visual arts, including dance, slam poetry, music, theater, and painting.
5. **YES Prep's Test Kitchen** – students will receive life skills training, such as how to create healthy meals they can make at home. Many of our students and their families live in food deserts and do not have access to nutritional food off campus, which makes them prone to obesity and diabetes. Other students simply do not know how to make healthy food choices and think nutrition is boring. This activity will tackle these problems and myths.
6. **Sports Center** – students will learn about and play different sports but, more importantly, they will learn team-building skills. This activity will build self-esteem, enhance campus pride, and improve campus culture. Additionally, it will combat obesity and other health problems frequently seen in our students.

Students will have the option of taking the bus or being transported by a family member before and after programming. An on-campus administrator will remain on campus until every student has been picked up.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YES Prep is a school of choice and has established strong relationships and built support in every community we serve. We will disseminate information about centers to the community in both English and Spanish using the following methods:

- **Targeted Students** – centers identified students most in need of academic assistance during the needs assessment process. They will ask those students to participate and will send letters home to parents.
- **Parent-Teacher Conferences** – teachers will recommend participation during in-person meetings
- **Parent Nights** – announcements will be made at on-campus parent meetings
- **Family Notes** – centers will be advertised in the newsletters, which are also available online
- **Website** – each campus has a webpage on the YES Prep website that includes a link "For Parents" where the centers will be advertised
- **Flyers** – flyers will be posted on-campus
- **Partnership Network** – flyers will be mailed and emailed to partner organizations and agencies

The Project Director and Family Engagement Specialist will periodically attend and present at ACE staff meetings held by the site coordinators to provide program updates. Site coordinators will attend monthly ACE staff meetings and will attend general campus staff meetings to represent ACE and stay connected to the larger campus community. YES Prep will establish a diverse ACE Advisory Council that includes ACE staff and non-ACE staff, parents, fundraising professionals, business representatives, and community stakeholders. The council will meet quarterly and have clearly established goals and objectives around the needs assessment, program awareness and implementation, evaluation, and sustainability. One awareness activity will be fostering community engagement through center and district-wide events.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YES Prep has designed an OST program that provides students with access to a variety of activities that will improve their academic performance, persistence, and ability to succeed in college. Within the 21st CCLC/ACE framework and with the guidance of the Texas ACE Blueprint, YES Prep's program will focus on three components that lead to the following results for participants:

1. **Lead** – focused on character education, discipline, and program management
 - a. 10% decrease in the number of disciplinary referrals, including detentions and suspensions
 - b. 80% of students, staff, and families will Agree/Strongly Agree on program-related survey questions
2. **Connect** – focused on promotion and connection to opportunities
 - a. 90% fall-to-fall persistence rate
 - b. 40% of families of students participate in parent and family support services
3. **Achieve** – focused on academic excellence
 - a. 90% of students will meet STAAR passage goals
 - b. 80% of students will meet their individual academic goals
 - c. 55% of students will meet expected gains in mathematics and reading on the Measures of Academic Progress (MAP) test
 - d. 75% of seniors will score at or above 950 on the SAT (1600 scale)
 - e. 50% of seniors will score at or above the national average on the SAT (1600 scale)

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YES Prep will coordinate and leverage the proposed program with existing OST programs and \$343,500, or an additional 47%, of federal, state, and private funding. This funding includes:

1. **Federal NCLB Title I, Part A Funds** – YES Prep will use approximately \$2,000 of federal NCLB Title I, Part A funds to support parent involvement activities.
2. **State Compensatory Education Funds** – Every center currently offers limited OST activities, such as tutorials, athletics, and clubs, that will be enhanced or expanded with 21st CCLC funding. YES Prep will support these activities with approximately \$15,000 in state compensatory education funding.
3. **State Funds** – YES Prep will use approximately \$86,500 in state funds to support facility and other operating costs at the centers.
4. **Private Funds** – YES Prep will receive approximately \$240,000 in general operating, capital, and programmatic funds from private and corporate foundations that will be leveraged to support the program.

Also, YES Prep will make considerable in-kind contributions of insurances, utilities, technology, equipment and supplies, and facilities. We fully intend to continue the program after 21st CCLC funding ends; therefore, we will build an infrastructure of staff, resources, local partnerships, and funding to support the centers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every center conducted thorough campus and community needs assessments that identified academic areas in need of improvement and gaps in services using a template designed by YES Prep's 21st CCLC Planning Committee. In addition, campuses used the Texas ACE Blueprint, comprehensive needs assessments, campus improvement plans, campus report cards (internal version and state and federal versions), campus design plans (internal tool), and campus strategy maps (internal tool). The centers also collected data in the three recommended data sets, including campus-level data (e.g., STAAR scores, discipline reports, attendance reports, promotion and graduation rates), student-level deficiency data, and student voice and choice (e.g., student and parent surveys, student and parent interviews). Every center then completed an activities worksheet and, for every activity, explained how that activity aligned with the statutory principles of effectiveness.

YES Prep's activities will meet the three principles of effectiveness in the following ways:

- i. **Based Upon Objective Set of Measures** – YES Prep has reviewed the 21st CCLC Performance Measures and has already identified, or will develop, critical support structures to collect and report the data. We understand the value of data in strengthening our operations and improving our performance measures. In the past five years, we have made a considerable financial investment in our data collection tools through a performance management initiative focused on instructional management and operational management; and hired and trained staff to operate and maintain these tools and upgraded our infrastructure.
- ii. **Based Upon Scientifically-Based Research and Evidence** – YES Prep has 18 years of experience educating high-need student populations. We have designed a program that targets students most in need of academic assistance and complements students' regular academic program, focusing on core academic subjects and alignment with the TEKS and Advanced Placement/college readiness standards. Behavioral intervention services were designed using research and evidence by Dr. Sam McQuillin and William R. Miller and Stephen Rollnick's book, *Motivational Interviewing*.
- iii. **Plan to Collect Local Data for Continuous Assessment and Evaluation** – The Project Director, in conjunction with each site coordinator and campus operations manager, will collect local data, including student participation data, student grades, regular school day attendance, STAAR results, behavior reports and referrals, test scores, student and parent surveys, and campus needs assessments. Also, he/she will conduct quarterly planned and unplanned site visits and provide centers with a written evaluation. The Project Director will lead monthly professional development workshops/team meetings for site coordinators that provide an opportunity to share best practices across centers. He/she will meet with every site coordinator individually at least twice a month to ensure programming is running smoothly. Moreover, YES Prep will hire an independent evaluator.

Site coordinators will use local data to strategically align programming around the same drivers as the regular school day. OST programming will be continually monitored by the site coordinator, who will provide feedback to instructors leading each activity. Additionally, the site coordinators' supervisors will observe programming periodically and provide feedback. Site coordinators will promote student voice and choice through surveys and will invite parent feedback during parent meetings that occur at least once per semester.

Using these methods, YES Prep will ensure program compliance, consistency, and efficiency that will lead to increased student support and achievement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

YES Prep has established 19 partnerships with institutions of higher education, community-based organizations, other public entities, and companies and businesses. They include:

1. **ABC Dental** – to provide oral health education and screenings for adult participants
2. **Avenue CDC** – to provide homebuyer education, financial assistance, and credit counseling for adult participants
3. **Bank of America** – to provide financial literacy and savings workshops for adult participants
4. **Baylor Teen Health Clinic** – to provide the "Big Decisions" curriculum for students and conduct health studies of our students
5. **Catholic Charities of Houston** – to provide immigration legal services and education for adult participants
6. **Child Builders, Inc.** – to provide safety and relationship education for students
7. **City of Houston Bureau of Oral Health** – to provide free dental screenings for adult participants and students
8. **Covenant Community Capital** – to provide a matched savings program and homebuying workshops for adult participants
9. **ESCAPE Family Resource Center** – to provide parenting classes for adult participants
10. **Girls, Inc.** – to provide programming that inspires all girls to be strong, smart, and bold
11. **Girls on the Run** – to provide curriculum that creatively integrates running, healthy living, and confidence-building for students
12. **Harris County Public Health & Environment Services** – to provide immunizations and general health checks for adult participants
13. **Hispanic Alliance for Career Enhancement (HACE)** – to provide financial aid education for adult participants
14. **Houston Community College** – to provide ESL/GED classes for adult participants
15. **Houston Food Bank** – to provide nutrition workshops for students and adult participants
16. **Houston Public Library** – to provide technology education for students and adult participants
17. **MD Anderson Cancer Center** – to provide health and nutrition education for adult participants
18. **TDECU Credit Union** – to provide financial literacy workshops for adult participants

Priority Points Partnership (MOU attached) – YES Prep and **Reasoning Mind** have a three-year history of collaboration, and this grant provides us the opportunity to formalize our partnership and implement a STAAR Readiness program at all three centers. Reasoning Mind designs world-class blended learning programs for elementary and middle school mathematics. As a nonprofit organization, Reasoning Mind is not driven by a financial bottom line. Their bottom line is about student mastery of mathematics, and they provide a first-rate mathematics education to every child. The majority of sixth graders come to YES Prep performing below grade-level in mathematics. **Together, Reasoning Mind and YES Prep will close this achievement gap, ensuring our students – all of our students – master mathematics and go on to collegiate success.** This partnership marks the first time YES Prep has sought external support for middle school students in need of individualized instruction in mathematics. Reasoning Mind is correct when they state, "Improving mathematics education requires a full solution." Moreover, Louis Moser, Senior Partnership Manager of Reasoning Mind's Southeast Texas region, is a founding and active member of YES Prep's Cycle 8 ACE Advisory Council.

These partnerships will allow YES Prep and each center to enhance OST programs and offer the widest possible range of opportunities to students, families, and staff, as well as create impact beyond the population we serve. Maintaining these partnerships provides a solid foundation upon which we can sustain these services for our families and students after 21st CCLC funding ends.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed centers are located in low-income, under-resourced communities where the existing public schools are chronically underperforming. These communities have high crime rates; generational poverty; recent, non-English speaking immigrants; a disproportionate number of single-parent households; low education attainment levels; and struggle to gain access to opportunities and resources even when those opportunities and resources are available.

The local OST providers include 21st CCLC programs, the YMCA, traditional community centers, and others, but these organizations must serve thousands of children and youth and there is significant unmet demand. The need for public services, including high-quality OST programs, is substantial, particularly among the students we serve. YES Prep operates open-enrollment charter schools, so every YES Prep campus borders traditional schools (primarily Houston ISD schools) that provide OST activities, but mostly team sports and band. Below are highlights from an assessment of each community YES Prep serves:

YES Prep West – YMCA International, Chinese Community Center, Houston Public Library Robinson Westchase Neighborhood, and Alliance for Multicultural Community Services

YES Prep West is located on a busy road and near a major highway. The neighborhood is not walkable. Many students commute to campus, which makes attending one of the community programs challenging. The YMCA International is located approximately four miles from campus but targets refugees, asylees, victims of human trafficking, victims of domestic violence, special immigrant visa holders, detainees, and parolees. They offer both after-school and summer programming for youth focusing on college readiness activities, social and recreational activities, and mentoring, but they charge a fee. The Chinese Community Center offers a youth camp, but only during the summer. The center targets Chinese-speaking families, but does offer ESL classes that target both Chinese and Spanish speakers. Houston Public Library Robinson Westchase Neighborhood branch is approximately two miles from campus and provides youth services throughout the year. Staff availability and student interest determine how frequently the library holds classes/homework help. The Alliance for Multicultural Community Services offers an after-school program targeting refugee youth.

YES Prep Brays Oaks – India House

YES Prep Brays Oaks is located in a heavily commercial area. India House is the only organization within walking distance and provides limited OST activities, such as tutorials, and summer enrichment camps. These services, however, charge a fee and do not meet the needs of our target population. Moreover, the crime rates (murder, robbery, and assault) in the Brays Oaks community are consistently higher than state and federal rates. Gang violence is prevalent, perpetrated by the Cholos, La Primera, La Tercera Crips, Somos Pocos Pero Locos, and Mara Salvatrucha. These groups can be seen surrounding the campus, actively recruiting students. Some of our proposed activities will focus on gang awareness and prevention, and provide an alternative safe space for students to be supervised outside of school hours.

YES Prep White Oak – YMCA, White Oak Conference Center

YES Prep White Oak is located in an area that lacks adequate sidewalks, so safety is a concern for parents. The campus is also in a high-traffic, commercial area. A YMCA is located approximately three miles away but, as mentioned previously, they charge for services. The White Oak Conference Center also charges a membership fee.

In general, YES Prep students are hindered by the availability of services, cost, location, language barriers, timing of services (YES Prep does not release students until 4:30 p.m.), lack of school-day alignment, quality control, transportation, and safety concerns. YES Prep's program will provide a free, school-day aligned, college-preparatory program that serves students during evening hours, offers a variety of high-quality activities, provides transportation, and actively engages families in English and Spanish. Working families will benefit from the extended hours, availability of transportation, and adult services offered in the evenings. With grant funding, all three campuses will meet the immediate need for OST activities in their communities and become true community learning centers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There is an opportunity gap between students from low economic statuses and high economic statuses. Students in high economic statuses are able to pay for OST activities, while students in low economic statuses lack the financial means and transportation. The proposed centers serve a student population that is 88% economically disadvantaged and 44% at-risk, and will close the opportunity gap by providing comparable OST options. See Afterschool Alliance. (2012). *Uncertain Times Afterschool Programs Still Struggling in Today's Economy*. Washington, D.C.

YES Prep's program will have significant academic and college preparatory components, but will also provide enrichment activities that research has shown are indispensable for a student to succeed. Many studies "repeatedly underscore the impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to learn and practice new skills through hands-on, experiential learning." Therefore, "extra time for academics by itself may be necessary but may not be sufficient to improve academic outcomes. Balancing academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts appears to support and improve academic performance." *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It* (Little, Wimer, & Weiss, 2008). Moreover, the Harvard Family Research Project recommends the following methods when designing an OST program: "(1) use sequenced set of activities designed to achieve skill development objectives; (2) use active forms of learning to help students develop skills; (3) devote program components to developing personal or social skills; and (4) target explicit personal or social skills." They also determined that the quality of OST program staff directly correlated with the quality of programming and overall success of the students in attendance. *Id.*

We will use these methods when designing activity worksheets and lesson plans for activities, and use the method of hands on learning whenever possible and faithfully execute an activity in accordance with its purported goal in the activity worksheet. Furthermore, we will target students who are most in need of support, and we will use certified teachers as instructors whenever possible because they already have a rapport with the students and are trained professionally in teaching and classroom management.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YES Prep welcomes and encourages volunteers, and has cultivated partnerships with local colleges and businesses that provide volunteers. We also partner with Volunteer Houston. Volunteers include professionals who mentor students during Homework Help and provide job shadowing or resume-building support. Some of our volunteers are YES Prep alumni who want to get involved in their former schools and communities. All volunteers are vigorously screened, which includes name-based and fingerprint background checks. Also, screening requires meeting with YES Prep campus staff prior to working with students to determine scope of responsibilities and discuss expectations when interacting with students. We do not intend to target senior volunteers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

YES Prep fully intends to continue the OST program after 21st CCLC funding ends; therefore, we will build an infrastructure of staff, resources, and funding to support the centers. Sustainability will be one of the ACE Advisory Council's primary goals, and that council will include members from various community organizations and our grant partner Reasoning Mind, as well YES Prep ACE and non-ACE staff, including a member of the Advancement (i.e., fundraising) team. At present, YES Prep has a Cycle 8, Texas 21st grant that maintains an active ACE Advisory Council, and which provides a proven council model.

The council will also use its connections to the Board of Directors. The sustainability strategy will focus on three objectives:

1. **Human capital support** – staff needed to manage and lead activities and services
2. **Community resources** – partnerships and community engagement
3. **Government and private funding** – securing funding for activities and services

Furthermore, fundraising will be aligned with our Phase III Growth plan (YES Prep's district-wide plan to continue growing and achieve sustainability).

Annual Timeline**November**

- Establish working groups and action steps
- Analyze results of campus and community needs assessments
- Assess current OST program budget allocations

February

- Align fundraising needs with Phase III Growth Plan
- Discuss next school year's budget and OST program allocation
- Develop three-year fundraising plan

May

- Implement fundraising plan
- Develop plan for achieving economies of scale
- Develop community support for OST program

August

- Evaluate plan and make changes/corrections

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YES Prep will use our ACE Advisory Council, ACE partnerships, and existing parent groups and partnerships at each center for seeking continuous feedback and involvement from community stakeholders. As discussed in the previous section, we will establish a diverse ACE Advisory Council that includes both ACE staff and non-ACE staff, parents, fundraising professionals, business representatives, and community stakeholders.

YES Prep believes that our program goals and objectives can only be accomplished with the full support and involvement of the community. In preparing our application, YES Prep consulted and/or evaluated several organizations:

1. **ABC Dental** – to provide oral health education and screenings for adult participants
2. **Avenue CDC** – to provide homebuyer education, financial assistance, and credit counseling for adult participants
3. **Bank of America** – to provide financial literacy and savings workshops for adult participants
4. **Baylor Teen Health Clinic** – to provide the “Big Decisions” curriculum for students and conduct health studies of our students
5. **Catholic Charities of Houston** – to provide immigration legal services and education for adult participants
6. **Child Builders, Inc.** – to provide safety and relationship education for students
7. **City of Houston Bureau of Oral Health** – to provide free dental screenings for adult participants and students
8. **Covenant Community Capital** – to provide a matched savings program and homebuying workshops for adult participants
9. **ESCAPE Family Resource Center** – to provide parenting classes for adult participants
10. **Girls, Inc.** – to provide programming that inspires all girls to be strong, smart, and bold
11. **Girls on the Run** – to provide curriculum that creatively integrates running, healthy living, and confidence-building for students
12. **Harris County Public Health & Environment Services** – to provide immunizations and general health checks for adult participants
13. **Hispanic Alliance for Career Enhancement (HACE)** – to provide financial aid education for adult participants
14. **Houston Community College** – to provide ESL/GED classes for adult participants
15. **Houston Food Bank** – to provide nutrition workshops for students and adult participants
16. **Houston Public Library** – to provide technology education for students and adult participants
17. **MD Anderson Cancer Center** – to provide health and nutrition education for adult participants
18. **Reasoning Mind, Inc.** – to provide STAAR Readiness blended learning program
19. **TDECU Credit Union** – to provide financial literacy workshops for adult participants

If YES Prep is awarded a 21st CCLC grant, we will request representatives from these organizations to serve on our ACE Advisory Council. These partnerships will allow YES Prep and each center to enhance OST programs and offer the widest possible range of opportunities to students, families, and staff, as well as create impact beyond the population we serve.

The council will meet quarterly and have clearly established goals and objectives around the needs assessment, program awareness and implementation, evaluation, and sustainability, such as:

1. **Needs Assessment** – contribute questions and metrics, review results
2. **Program Awareness and Implementation** – e.g., coordinating and hosting center kickoff events
3. **Evaluation** – e.g., participating in the creation of the parent and student surveys, conduct a comprehensive evaluation of the program at the end of every school year and recommend changes to the project based on the results of each evaluation
4. **Sustainability** – e.g., creating fundraising strategies and maintaining relationships with community partners

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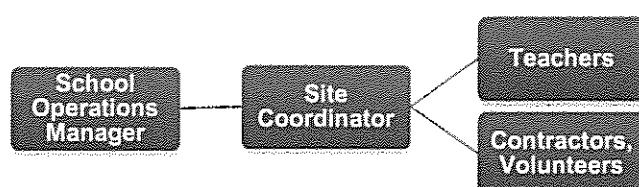
Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director is ultimately responsible for ensuring that YES Prep achieves our goals and remains in compliance and on budget.

Central Office Reporting Structure**Center Reporting Structure**

- 1. Trainings and Formal Meetings** – The Project Director will conduct and coordinate all internal trainings and workshops for site coordinators. The site coordinators will conduct and coordinate all trainings and workshops for teachers, contractors, and volunteers.

Formal Meetings Schedule

	V.P. of Operations	Director of School Operations	Project Director	Family Engmt. Spc.	School Operations Managers	Site Coords.	Teachers, Contrs., & Volunteers
V.P. of Operations		Biweekly	As needed	As needed			
Director of School Operations	Biweekly		Weekly	Biweekly	Weekly	As needed	
Project Director	As needed	Weekly		Biweekly	As needed	Biweekly	
Family Engmt. Spc.	As needed	Biweekly	Weekly		As needed	Biweekly	As needed
School Operations Managers		As needed	As needed			Biweekly	As needed
Site Coords.		As needed	Biweekly	Biweekly	Biweekly		Daily
Teachers, Contrs., & Volunteers				As needed	As needed	Daily	

- 2. Planning and Program Oversight** – The school operations managers and site coordinators will complete the project plan in collaboration with the Project Director and will oversee the program.
- 3. Facilities, Maintenance, and Safety** – The center-based school operations managers will be responsible for facilities, maintenance, and safety in collaboration with the site coordinators. The site coordinators will be responsible for sign-in forms.
- 4. Participation and Recruitment** – The site coordinators will be responsible for sign-in forms and recruitment in collaboration with school directors and support staff.
- 5. Reporting and Continuation Applications** – The Project Director will complete all reports in collaboration with site coordinators (progress, final, and expenditure reports) and the grants accountant (expenditure reports).
- 6. ACE Advisory Council** – The council will meet quarterly to discuss the needs assessment, program awareness, and implementation, evaluation, and sustainability.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1**Center Name:**
YES Prep West**9 digit campus ID#**

101845005

Distance to Fiscal Agent (Miles)

3.7

Grade Levels to be served (PK-12)

6-12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

110

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2**Center Name:**
YES Prep Brays Oaks**9 digit campus ID#**

101845006

Distance to Fiscal Agent (Miles)

7.1

Grade Levels to be served (PK-12)

6-12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

110

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3**Center Name:****YES Prep White Oak****9 digit campus ID#****101845009****Distance to Fiscal Agent (Miles)****15.3****Grade Levels to be served (PK-12)****6-9**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****125****Number of Adults (parent/ legal guardians only) to be served:****50**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordinate and Identification – All three proposed centers will coordinate 21st CCLC funding with Title I, Part A and State Compensatory Education funding to support the students most in need of academic assistance, particularly at-risk students. These students have been identified in our comprehensive needs assessments and campus improvement plans. In addition, for this grant, every center conducted a campus needs assessment and established methods for identifying and targeting students most in need of academic assistance. YES Prep White Oak will serve 125 students and YES Prep West and Brays Oaks will each serve 110 students annually. YES Prep gathers a wealth of academic data about students. In July 2016, YES Prep will have a final list of students who were retained; students who were placed, i.e., students who might not yet be ready for the next grade level but for whom retention is too costly; and students who were borderline, e.g., students who needed credit recovery to meet the requirements for promotion. Also, students of concern are identified using MAP data in reading and mathematics, our district-wide common assessments data aligned to AP standards in core academic subjects, and through fluency testing.

We benchmark our incoming sixth graders in the summer using the MAP test and other diagnostic tools. MAP data will help us determine the underlying cause of academic struggles, and from there we can create differentiated groups to provide targeted support. We use this data to ensure students are enrolled in appropriate interventions during the school day. We will also use this data to identify the students most in need of OST support as early as Grade 6. As students continue in their academic careers, we regularly analyze their grades, test scores, discipline records, and attendance records to identify students of concern and ensure that we are providing appropriate interventions. Additionally, grade level teams have access to detailed behavioral reports and referrals, e.g., in-class infractions and homework completion, to identify students of concern who need additional, personalized intervention. Families receive progress reports every three weeks, and students who are not meeting expectations receive additional individualized support throughout the subsequent marking period.

Concurrently, the central office will generate a tiered list of students for Response to Intervention (RtI) that will also inform our selection of the most at-risk students who have the greatest needs academically and behaviorally. Thus, identifying students who will most benefit from an OST program will be an extension of an established needs identification system that is already a core part of YES Prep culture. Since the program will launch in early-September 2016 – more than a month after the school year begins – we will have ample time to identify students who will most benefit from the program and communicate with them and their parents.

Recruitment – YES Prep will begin the recruitment process as early as June 2016. All targeted students will be asked in person to participate. Furthermore, we believe that family investment is key to recruitment, so every center will contact targeted students' parents via telephone and letters sent home and during parent-teacher conferences; also, centers will promote the program during Parent Nights, in the Family Notes, on the YES Prep website, and by posting flyers. We will invite students and their parents to kick-off information sessions highlighting the benefits of the program and have them sign a commitment to ensure they understand the need for regular attendance. We have a track record of success in having parents agree to continued conversations about their student's performance, so we are confident that each grade level can successfully communicate the benefits of and requirements for participating in the program. YES Prep will explain the intervention opportunities and their potential impact on each student's educational experience.

Retention – YES Prep will retain students by offering varied, engaging activities; building relationships between program staff and students; and managing the program effectively and efficiently. The best way to retain students is through progress monitoring and clear demonstration of growth in the program. We see across the district that students and families are most bought-into programs when they are confident that those programs are working. This is true of current tutorials, and we believe that an enhanced and expanded OST program will be only as strong as its results. We will consider student voice and choice when evaluating the success of activities through student and parent surveys. We will also offer ongoing activities for families, which increases the likelihood that students will persist.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YES Prep will operate three centers in some of Houston's most impoverished communities. All centers will launch their regular school year OST activities on September 6, 2016 and end on May 20, 2017. During the regular school year, centers will operate for 29 weeks and 12 hours per week. All centers will launch their summer OST activities on June 6, 2017 and end on July 15, 2017. During the summer recess, centers will operate for six weeks and 20 hours per week.

Site coordinators will be full-time, 12-month employees who work from 10:00 AM to 7:00 PM. Any program-related errands must be completed before activities begin. Site coordinators must be on campus to manage activities from 4:00 PM until the last participant leaves. Activities will be led by a combination of YES Prep teachers, vendors, independent contractors, and volunteers. Front office staff will assist the site coordinator. YES Prep maintains a catalog of approved vendors and independent contractors, but each one will have to complete the same safety procedures annually. Back-up staff will be identified at the start of each semester to ensure operations are uninterrupted.

If we are awarded a grant, YES Prep will begin hiring staff immediately, and our experience with Cycle 8 will help us to avoid making novice mistakes. We already have approved job postings; know where online to post these openings; know what characteristics and experiences are ideal for each type of position and how to identify them in interviews; and have a proven onboarding model and materials. YES Prep's districtwide recruitment and selection process includes a rigorous screening process for all applicants, regardless of position type. The hiring process includes the following steps: (1) complete an online application package, i.e., short essay questions, references, resume, and transcripts; (2) some applicants are invited to complete a phone/video screening; and (3) finalists are invited to the central office for a half-day of interviews with multiple stakeholders. Site coordinators, in conjunction with the Project Director, Family Engagement Specialist, and campus leadership, would then hire independent contractors, vendors, and volunteers to run activities. Every staff member – paid and unpaid – will be fully screened and fingerprinted prior to coming onto campus.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The safety of students is YES Prep's first priority. We comply with all the TEA's standard safety requirements. Every campus has a School Safety Plan. Additionally, every center will conduct a safety assessment to ensure OST programming is in full safety compliance. Every campus conducts safety drills monthly, which includes fire and lockdown drills. The district also has an all-call system, which provides emergency notices to all parents, teachers, staff, and students in the event of an emergency or inclement weather.

If YES Prep is awarded a 21st CCLC grant, the following will safety measures will be implemented:

- 1) The district will complete the ACE Safety Assessment.
- 2) Every center will create a Center Safety Plan that is updated annually.
- 3) Participant attendance will be taken using sign-in/sign-out forms at every ACE activity.
 - a. The site coordinators will be responsible for collecting sign-in/sign-out forms daily and will track them for safety and reporting purposes.
 - b. All staff, contractors, and volunteers will be required to sign-in and sign-out; and failure to comply with this procedure is grounds for dismissal from the program.
- 4) All staff, vendors and independent contractors, and volunteers will be processed through YES Prep's rigorous screening and background check, which includes both name-based and fingerprint screenings. No exceptions.
- 5) The Project Director will conduct planned and unplanned site visits that will include testing safety procedures and reviewing sign-in/sign-out procedures and forms. Site coordinators will be reprimanded for failure to comply with safety procedures.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Site coordinators will meet with school leadership, including school directors, deans of instruction, deans of students, operations manager, student support counselors, college counselors, and teachers to ensure that OST activities are aligned with and compliment the school day curriculum and the students most in need of support have been identified and recruited. We will use YES Prep teachers to lead activities as frequently as possible because our teachers have the best understanding of YES Prep's curriculum and instructional techniques, YES Prep standards and culture, and are sensitive to our students' and their families' needs.

Site coordinators and campus staff can plan and refine activities during professional development days. Each activity will be described in detail on an activity worksheet, including identifying which TEKS elements will be addressed. Also, staff will have to complete lesson plans for every activity and turn them into the site coordinators daily. Site coordinators will review activity worksheets and lesson plans and provide feedback to the instructors to ensure alignment with school day curriculum and student needs. Additionally, site coordinators will host focus groups and collect student surveys so that student voice and choice is considered when planning activities.

All OST activities will be intentionally designed so that students are not in a sit and listen model of learning like many school day lessons. Instead, activities will provide opportunities for students to supplement what they learned during the school day, but will be engaging and interactive. For example, the STAAR Readiness program will supplement the mathematics skills students learn in school by providing interactive, online self-guided tutorials that are intentionally designed to be fun and engaging as well as academically challenging. Although this program is specifically designed for sixth graders, because the majority of our students enter YES Prep two grade levels behind in mathematics, this activity will be open to any middle school student in need of personalized support. The program is designed to focus on the particular TEKS element with which the student is struggling, and that student will receive an individualized lesson plan. Another example is YES Prep's Test Kitchen, a cooking class that reinforces mathematics skills through measurements and science through the cooking process. Students will have the opportunity to make recipes rather than simply listen to a lesson about them. Furthermore, during Sports Center, students will learn why a ball reacts a certain way depending on the angle and velocity with which the ball is hit, i.e., physics.

In addition to districtwide activities implemented across all three centers (see Page 24), each center has planned activities to meet their individual campus needs, such as:

1. **YES Prep West** – Math Learning Lab, Reading a Book Series targeting LEP/ELL students, College Student Tutors and Mentorship program, Teacher Advocate program, Writing Center for high school students, TED Talks Series (students will develop their own TED Talks), Open Mic Series, and PeaceJam (designed to create community leaders and promote service learning)
2. **YES Prep Brays Oaks** – visual arts through Abrakadoodle, drumline, Why Try (behavior intervention), Mindfulness Education (meditation, journaling, and reflection), and dance
3. **YES Prep White Oak** – tutorials, service-learning, karate, Driver's Ed

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YES Prep is relentless in our quest to ensure that every student is college and career-ready, while emphasizing values like community service and good citizenship. Our district has common agreement on curriculum, but teachers have the freedom to decide how to teach that curriculum. This will allow us to implement a program that is adaptable to the academic and developmental needs of all students.

The OST program will include support structures and students will benefit from a wide array of activities. Students will be pre-tested to benchmark their level of knowledge, will be placed on a personalized plan, and will be monitored through regular, standardized, locally-developed interim assessments to track their progress toward achieving their academic goals. Students will be assessed multiple times during the school year to identify gaps in learning and ACE staff will adjust existing and implement new interventions based on those results. Moreover, program staff will evaluate STAAR scores, AP scores, PSAT/SAT/ACT scores, grade reports, and behavioral reports and referrals. Centers will rely primarily on highly qualified teachers who will receive stipends for leading activities. All centers will implement a 22-to-1 or lower staff-to-student ratio and students most in need of academic assistance will be assigned to small groups (of up to 10 students) or tutored individually. Both small groups and individual tutorials will create a learning culture that meets the needs of each student.

Site coordinators will have full access to the student information system, which includes student grades in all subjects, behavioral reports and referrals, and other at-risk student data, as well as referrals from teachers, to ensure ACE is targeting students at risk of academic failure or dropping out. Also, YES Prep will rely on our network of course leaders and content specialists who will coordinate with ACE staff to create intentional activities, continuously improve vertical alignment, and help teachers use common assessments data to improve the quality and scope of their instruction by discussing student performance data and identifying areas for targeted instruction and best practices sharing. Site coordinators will also host focus groups and conduct surveys for students to be able to share their own ideas about their needs and activities.

Every center conducted thorough campus and community needs assessments that identified academic areas in need of improvement and gaps in services on-campus and in the surrounding community. In addition to using the needs assessment guidelines in the Texas ACE Blueprint, centers used their comprehensive needs assessments, campus improvement plans, campus report cards (internal version and state and federal versions), campus design plans (internal tool), and campus strategy maps (internal tool). Based on the results of these assessments, each center completed an activities worksheet for the four activity areas (Academic Assistance, Enrichment, College and Workforce Readiness, and Family and Parental Support Services), as well as Behavioral Intervention Services. Each center explained how its proposed activities met the TEA goals, principles of effectiveness, critical success factors, and milestones. Also, activities were developed with intentionality and aligned to the regular school day curriculum. As a result, activities were primarily focused on targeting students who meet one or more at-risk criteria; addressing core content area gaps, particularly in Grades 6, 7, and 9; and providing credit recovery, remediation, and acceleration activities.

Furthermore, enrichment activities will be used as an innovative means to enhance the educational experience and increase the likelihood that students will persist in the program, while also focusing on the areas in need of growth, particularly technology and character development. Character development skills directly correlate to improved behavior and academics. By providing students with engaging OST activities, we will help them to identify passions that will motivate them to be successful in school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will ensure active and meaningful engagement of families in their children's education and will be responsible for the success of each center's family engagement initiatives and outcomes. The Family Engagement Specialist will be the liaison between community partners that provide literacy and other educational development opportunities and YES Prep to ensure families have the resources they need to successfully support their children's education. Also, the Family Engagement Specialist will be the liaison between the OST program and college counselors and student support counselors, to ensure the most at risk families are being targeted for participation. Every site coordinator will conduct an annual family engagement needs assessment and use that as the impetus for their annual family engagement plan, which includes goals, strategies, and activities to be met for family engagement throughout the year. The Family Engagement Specialist will have biweekly check ins with the site coordinators to ensure they are fully supported and successfully implementing their family engagement plans. Examples of parent activities include: ESL classes, technology classes, financial empowerment classes, parenting classes, tax preparation classes, family nights, social media boundaries and safety classes, Zumba, workforce readiness workshops, and college and scholarship information sessions. The Family Engagement Specialist will conduct site visits to ensure parent activities are high-quality and parent participation is meaningful. The Family Engagement Specialist will use a portion of every monthly meeting to discuss family engagement best practices at each center. The Family Engagement Specialist will also ensure every center hosts a Family Engagement ACE Kickoff meeting so families understand all that ACE offers, including parent and student activities, as well as the ACE policies and the ACE Handbook. Furthermore, the Family Engagement Specialist will conduct the ACE Advisory Council meetings, which include ACE staff and non-ACE staff, parents, fundraising professionals, business representatives, and community stakeholders.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will have a standing weekly meeting with the Project Director, and biweekly meetings with each of the site coordinators. These meetings will provide formalized time for the Family Engagement Specialist to coordinate and communicate with the Project Director and site coordinators and strategize about meaningful recruitment strategies. The Family Engagement Specialist will ensure targeted recruitment of participant families by making sure every center provides access to information and resources through a variety of strategies and forums. These forums include: a family resource center with information available in both English and Spanish, ACE orientation meetings and information sessions, parent phone calls, and dissemination of ACE flyers. Additionally, the Family Engagement Specialist will have designated time during every monthly meeting to discuss family engagement strategies and best practices with all the site coordinators and Project Director. Furthermore, the Family Engagement Specialist will conduct the ACE Advisory Council meetings, which include ACE staff and non-ACE staff, parents, fundraising professionals, business representatives, and community stakeholders. During ACE Advisory Council meetings, the Family Engagement Specialist will strategize with stakeholders around best practices for engagement and educational development as well as progress toward sustainability.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center analyzed various data sets, including a needs assessment, parent surveys, campus strategic plans, and student educational goals, to determine the family engagement activities that will best meet their particular families' needs.

Examples of active and meaningful family engagement activities include:

1. **YES Prep West** – Adult technology classes – parents will learn technological skills so they can better support their students with online research and college applications; Adult Financial Empowerment classes – parents will learn financial skills, such as saving for college and researching scholarships and financial aid programs; Zumba – parents will engage in physical activity while also having fun.
2. **YES Prep Brays Oaks** – Parenting classes – parents will learn how to best support the social, emotional, and academic needs of their students; Tax Preparation classes – parents will receive support in preparing their tax documents in order to ensure preparedness for the college application and financial aid process.
3. **YES Prep White Oak** – Adult ESL classes – parents will receive English speaking and language training; Zumba – parents will engage in physical activity while also having fun.

Family engagement activities will be hosted on campus and throughout the school year and summer program. We will conduct surveys and make phone calls to determine the best times to host the activities based on family work schedules. If we document a need, we will host both morning and evening sessions to meet the needs of working families. If a parent is interested in an activity hosted at a different center but there is not enough interest to provide that activity at their own center, we will collaborate with the other center to allow him/her to participate.

Site coordinators will create and rely on their family engagement plans, which will align family needs with parent engagement activities. Site coordinators will also conduct surveys and host parent roundtables so that parents can voice their opinions about current activities as well as ongoing needs that could be met through future activities. Site coordinators and the Family Engagement Specialist will work closely with campus leadership, student support counselors, and college counselors to ensure families are supported in a way that aligns with students' educational goals.

Additionally, each campus will provide space and administrative support for a family resource center, where all information regarding ACE and other family engagement activities will be available in both English and Spanish. YES Prep understands the importance of family and community engagement, so we hired our first-ever Manager of Community Engagement, who will join the Cycle 9 ACE Advisory Council, and collaborate with the Family Engagement Specialist. The manager will also help provide additional resources for our families outside of the OST program.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none):

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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